DOCUMENT RESUME

ED 117 522 95 CE 006 202

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TITLE A Staff Development Manual for Career Education. Vol. 2.
INSTITUTION Saint Charles Parish Schools, Luling, La.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 74
NOTE 79p.; Page 46 is missing; For Volume 1 and 3, see CE 006 201 and CE 006 203

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage
DESCRIPTORS *Career Awareness; *Career Education; Civics; *Curriculum Guides; Educational Objectives; Educational Resources; Evaluation Criteria; Instructional Materials; *Junior High Schools; Learning Activities; Occupational Clusters; Puzzles; Units of Study (Subject Fields)

ABSTRACT

The first section of the manual for developing career education in existing Louisiana junior high school programs is an introduction to the concept and rationale of career education and to the roles of career education personnel; it also provides a two-page summary of evaluation statistics for St. Charles Parish. Section 2 discusses the availability, use, and evaluation of career education materials. Section 3 provides sample units for implementing career education which provides concepts and objectives for such subject areas as language arts, science, Louisiana studies, remedial reading, art, mathematics, social studies, industrial arts, and home economics. Appendixes comprise half the document. Appendix 1 represents a career education unit for civics which is divided into lessons, each of which lists objectives, activities, and evaluation criteria and suggestions. Appendix 2 is a similarly organized unit on the 15 job clusters. Appendix 3 provides 21 career education hidden word puzzles. (JR)

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A STAFF DEVELOPMENT MANUAL FOR CAREER EDUCATION

Volume: II

St. Charles Parish Schools
Luling, Louisiana

Robert C. Rice, Superintendent

1974

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FOREWORD

The infusion of career education into the subject matter areas requires considerable planning if it is to achieve maximum utility. This volume offers a variety of teacher strategies and curriculum units to ensure effective integration. It includes a rationale for career eduction and also a documentation of the needs for the emphasis on career education.

This volume is dedicated to those teachers who helped make the implemenation of our first year of career education a success. A large part of this success is also attributed to the untiring efforts of the career education counselors.

Houston C. Jenks, Ph.D
Editor
Supervisor of Career Education

Acknowledgement is given to the development team involved in the production of this material.

Nancy Billingsley - Elementary Level, Volume I

Carolyn St. Amant - Junior High Level, Volume II

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Bertha Barfield - Senior High Level, Volume III

Elizabeth Lovett - Senior High Level, Volume III

(This material was prepared under a grant from ESAA and Act XIV funds.)

INTRODUCTION

RATIONALE

Kenneth B. Hoyt defines career education as "the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual."[1] Career education attempts to integrate classroom subject matter with the way people live and earn a living, to make subject matter relevant and meaningful to what the student is doing and plans to do in the future.

The junior high level in career education stresses job exploration and making tentative career decisions. By the time the student leaves the junior high level, he should:

1. Have had some "hands-on" exploratory experiencs.
2. Have participated in field observations.
3. Have knowledge of available alternatives of occupational and educational choices.
4. Have made some tentative career choices which would influence his high school areas of emphasis.

Career education is "a total concept which should permeate all education."[2] Its objective is to help individual's integrate work values into their personal values system.

The following manual is a guide which provides suggestions for incorporating career education with the teacher's methods, strategies, and curriculum guides approved by the parish and the state.

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[1] Kenneth B. Hoyt, et al. Career Education: What It Is and How To Do It (Salt Lake City: Olympus Publishing Company, Inc. 1972), p. 1.

[2] Ibid.

The Need for Career Education

Young people today are faced with many choices during the process of growing up. One of the most critical ones is career choice. Since there are approximately 23,000 job classifications from which to choose it is difficult for the young person to make a wise choice unless he learns more about these job opportunities and more about himself. Career education is needed to prepare students to make wise choices about their life's work.

National

1. Career choices after high school do not match career preparation.
2. Needs of employers do not match training received by job applicants.
3. College prepared and voctionally prepared youngsters are inconsistent with the needs of the work world.
4. Department of Labor studies show that in the 1980's the labor force will require 20% - baccalaureate degrees or higher; 25% with technical training; and 55% with vocational skills.

State

1. Of 100 students who enter first grade, 45 drop out before completing high school.
2. Of the 55 who graduate from high school, 40 go on to college and only 13 graduate.
3. Educational programs are needed for the 87% who do not earn college degrees.
4. One half of the students who enter ninth grade fail to graduate.
5. Poor work habits and attitude rank highest as employment problems.
6. Better self-concept and positive attitude toward others need to be improved.
7. Academic subjects need to be made more relevant to the world of work.

The success of career education in St. Charles Parish during the 1973-74 session was largely due to the efforts of many teachers who supported the program by implementing career education objectives in their classroom. The major thrust of career education for the 1974-75 school year is to involve more teachers and administration in the program, through the intergration of career education concepts into the total school curriculum. Particular emphasis will be placed upon the inculcation of good work habits, as well as expanding the student's knowledge of careers.

SCHOOL PERSONNEL IN CAREER EDUCATION

Principal

The co-operative efforts of the school principal are essential to the success of career education in the junior high school. The principal can facilitate the implementation of career education by encouraging teachers to incorporate career concepts in the classroom; by working closely with counselors in implementing the career education plan for the school; and by acting as a liaison between school and community to promote the career education program.

Counselor

The role of the career education counselor at the junior high level is to assist teachers in incorporating career education concepts with subject matter. The counselor may best serve in this role in the following ways:

1. Assisting teachers in developing career units.
2. Assisting teachers in arranging for field trips and resource speakers which enhance career units taught.
3. Providing occupational information and materials.
4. Assisting teachers in administering, scoring, and interpreting

surveys and tests which enable them to becomn aware of student's interests, aptitudes, and abilities.

5. Acting as a resource person in the classroom.

6. Planning career activities such as career days, etc.

Teacher

The major role of the teacher in career education is to integrate career concepts with subject matter areas so that the subject becomes more relevant to the student and his future position in the world of work. In addition, the teacher is responsible for providing for the student opportunities for job exploration through career research, site visitations, and resource speakers.

Since learning to make decisions and getting along with others are important elements of career education, it is the responsibility of the teacher to provide opportunities for the development of these qualities. With the classroom teacher rests the basic success of career education

Local

1. Youth unemployment (18-21 yrs.) in St. Charles Parish is second in the state at 15.2%.
2. Dignity of work must be emphasized.
3. Curriculum units utilizing a multi-media approach in career education are needed.

Career education should be fundamentally a "student-oriented process geared toward the acquisition of skills by students to strengthen their ability to lead meaningful, satisfying, and economically rewarding lives and guarantees to each student the opportunity to discover, decide, and develop his own way of life."[3]

STATISTICS

Career Education was first implemented in St. Charles Parish during the 1973-74 school session. Because of federal funding, evaluative instruments were used extensively throughout the parish to determine the extent to which the objectives for federal guidelines were met.

The following chart illustrates the evaluation of the stated objectives for the junior high school level.

OBJECTIVE	EVALUATION
1. 80% of the students, K-12, will be able to increase the number of occupations, he can list by 5.	1. Carver Jr. High - increase of 34-213%; J.B. Martin Jr. High - increase of 50-238%; New Sarpy Jr. High - increase of 29-153%.
2. 100% of the students, 1-12, will be able to increase the number of desirable work habits he can list by 5.	2. Carver Jr. High - increase of 9-225%; J.B. Martin Jr. High - increase of 8-160%; New Sarpy Jr. High - increase of 10-333%.
3. The dropout rate, 9-12, will reduce by 5% over figures from the previous year.	3. Dropout rate Carver Jr. High - decrease of 67%; J.B. Martin Jr. High - decrease of 56%.

[3]Louisiana Department of Education, "What Will They Be When They Grow Up?" Pamphlet No. 106.

OBJECTIVE	EVALUATION
4. Average Daily Attendance 9-12, will increase by 5% over attendance figures from the previous year.	4. Average Daily Attendance: Carver Jr. High - decrease of 12%; J.B. Martin Jr. High - decrease of 5%.
5. The number of high school students, 9-12, enrolled in vocational programs will increase by 5%.	5. Enrollment in vocational programs - increase of 7%.
6. 75% of the teachers and administrators involved in the program will express satisfaction with the career education program.	6. Satisfaction with career education program - 99% satisfaction.
7. The percentage of parental conferences with guidance personnel will increase by 15%.	7. Parental conferences with counselors- increase of 197%.
8. At the conclusion of the program, the number of students using career centers will be 95% or higher.	8. Student use of career centers - 95%.
9. The percentage of grade failures will be reduced by 10%.	9. Grade failures: Carver Jr. High School - decrease of 32%; J.B. Martin Jr. High School - increase of 31%. New Sarpy Jr. High School - decrease of 25%.
10. 90% of dropouts and graduates, 9-12,will be placed in a job or further schooling.	10. Dropouts and graduated placed in jobs or further schooling - 74%.
11. There will be an increase in the positiveness of students' attitudes toward themselves and others	11. Attitudes toward self - increase of 9%; attitudes toward others - increase of 6%.
12. 75% or more of the parents of S t. Charles Parish will express approval of the installation of the career education program and its concepts.	12. Parental approval of career education - 99% positive attitude.

BIBLIOGRAPHY

Hoyt, Kenneth B., Ruper N. Evans, Edward R. Makin, Garth L. Mangum. Career Education: What It Is and How To Do It. Salt Lake City: Olympus Publishing Company. 1972.

Louisiana Department of Education. "What Will They Be When They Grow Up?" Pamphlet No. 106.

CAREER EDUCATION MATERIALS

CAREER CENTER

A career center has been established in each junior high school. These centers house career materials and equipment for use by teachers and students. Co-ordination between teachers and counselors is necessary to achieve maximum use of these materials.

Following is a general inventory of materials in the career centers and brief descriptions of many of these items.

CAREER CENTER MATERIALS
JUNIOR HIGH SCHOOLS

I. Books: Texts and Activities Books

Succeeding in the World of Work
Activities for Succeeding in the World of Work
Occupational Outlook Handbooks
Dictionary of Occupational Titles, Vols. I and II
Yellow Pages of Learning Resources

II. Kits

Career Education Program, Vol II, grades 7-9
Job Experience Kits
Achievement Dynamics Kit
Knowledge Needed to Obtain Work (transparencies and lesson plans to aid students in developing job-seeking skills)
Human Relations Kit
Dimensions in Reading
KEYS (to accompany interpretations of the Kuder Interest Inventory)
Deciding

III. Executive IV Reader Printer (VITAL cards)

IV. Curriculum Guides for all subject matter areas

V. Miscellaneous

Career Education Comic Books
Career World Magazines
Miscellaneous Materials

EVALUATION OF CAREER EDUCATION MATERIALS USED IN ST. CHARLES PARISH

JUNIOR HIGH

(WORK) WIDENING OCCUPATIONAL ROLES KIT (SRA)

This kit contains work briefs with job descriptions of 400 occupations. It is usable in all subject matter areas and is basic career research material for the junior high level.

KEYS-CAREER EXPLORATION KIT (SRA)

This kit is intended for use with Kuder interest surveys. The kit contains sound filmstrips suitable for use in group guidance, social studies, homeroom classes, and adult education programs. This information is basic for a career center. The filmstrips cover information about the 10 Kuder interest categories. A person who has taken the Kuder Survey would be able to get some idea of the range of possibilities open to him in areas where he received high scores. A good follow-up activity after KEYS is research in the WORK program.

JOB EXPERIENCE KIT (SRA)

This kit contains career packets which are designed to allow students to participate in simulated work experience. The individual packets are best used as a culminating activity for a career research project. The Job Experience Kit is appropriate for use in the junior and senior high level and is also essential material for a career center.

KNOWLEDGE NEEDED TO OBTAIN WORK (SRA)

This folder includes lesson plans and accompanying transparencies to aid students in developing job-seeking skills. The folder may be used widely in various classes.

CAREER EDUCATION PROGRAM - Vol. II 7-9
(Houghton Mifflin Co.)

This book is a sourcebook designed to provide materials and procedures which can be used by counselors and teachers in helping students in their career development. This binder-type format includes lesson plans and duplicating masters to accompany each lesson.

HUMAN RELATIONS KIT (McGraw-Hill Book Co.)

This kit is valuable for initiating human relations groups. Some activities, however, require more than a one hour slot of time which sometimes makes it difficult to achieve some of the activities in the regular classroom period.

ACHIEVEMENT DYNAMICS KIT

This kit is composed of a series of fifteen tapes on personal development. It is somewhat too advanced for most studetns.

DECIDING (College Board)

This program is designed for junior and senior high school students and is a course in the development of decision-making skills. It may be used for group counseling or in such subject matter areas as English, health, home economics, and social studies. Teachers find this kit easy to use and quite effective.

DIMENSIONS IN READING (SRA)

This kit is best utilized in a remedial reading class. It is quite effective in getting low-interest readers interested in reading about occupations.

CAREER EDUCATION RESOURCE GUIDE (General Learning Press)

This guide is a resource book with suggestions for correlating career concepts in subject matter areas. This book is ideal for use by teachers as an ideabook for career education.

SUCCEEDING IN THE WORLD OF WORK TEXTS AND ACTIVITIES BOOKS (McKnight and McKnight Publishing Co.)

This text is an excellent resource book for learning job-seeking skills. It is appealing to students and can be correlated with many subject matter areas.

OCCUPATIONAL OUTLOOK HANDBOOK (U.S. Government Printing Office)

The Handbook is basic information for a career center. It contains brief descriptions of jobs and is useful in all subject matter areas.

CAREER WORLD MAGAZINES (Curriculum Innovation, Inc.)

This monthly magazine spotlights one career area. Students may subscribe individually to this magazine. Career World is an excellent magazine for career centers or school libraries.

YELLOW PAGES OF LEARNING RESOURCES (MIT Press)

This book is a guide for investigation of the local community as a center for learning. It outlines avenues to follow in order to make these resources accessible to the "where" and "how" of converting people, places, and processes into sources of learning. It is suitable for children, high school students, and adults. This guide is quite valuable for a career center classroom, or school library.

CAREER EDUCATION COMIC BOOKS (King Features Syndicate)

These comics are excellent for use with low-interest readers. These comic books are best used when placed in reading classes, in some English classes, and in the career education center.

STATE CURRICULUM GUIDES

The Louisiana State Department of Education developed and distributed state curriculum guides in each parish for the 1973-74 school session. Teachers in each parish were to evaluate and make recommendations for revision and improvements of these guides. It is planned that these revised curriculum guides will be distributed to the schools at the beginning of the 1974-75 school year.

These guides are subject matter guides, not career education guides. However, they do incorporate appropriate career education concepts into the units. The use of these curriculum guides in the classroom will aid the teacher in the revision and/or preparation of subject area objectives.

VITAL

Vocational Information Techniques Applied Locally

The VITAL career information center was established for the securing of reliable, relevant, local occupational information from employers and furnishing this to students, teachers, and counselors in an easily readable form on microfilm aperture cards called Viewscripts.

VITAL viewscripts include the following kinds of information:

1. Job description.
2. Work location, conditions, environment.
3. Hours and days of work.
4. Earnings.
5. Fringe benefits.
6. Prospects for employment and opportunities for advancement.
7. Personal traits, temperament, interests, goals.
8. Aptitudes, knowledge, skills, physical abilities.
9. Preparation and training needed.
10. Special courses, training educational institutions or provisions available.
11. Requirements you must meet before seeking the job: social security card, license, diploma, etc.
12. Where to find the work in the local area: Employment agencies, unions, etc.
13. Resource materials where you can find more information about the job or occupation.
14. Related job areas.

The following equipment and information regarding VITAL is available in all junior high schools.

1. Executive IV Reader-Printer - the reader printer allows the student to view the information and take notes about a career or to print out and purchase a copy of the information for his personal use.

2. Viewscripts for the following occupations:

A. PROFESSIONAL, TECHNICAL, MANAGERIAL OCCUPATIONS

Boatswain
Cadet Engineer
Chemical (Stillman) Operator
Deck Cadet
Dock Boss
Engineering Aide
Harbor (Ship) Pilot
Quartermaster
Ship's Master
Ship Mate
Tugboat Captain
Tugboat Mate

B. CLERICAL AND SALES OCCUPATIONS

Cashier
Checker
Clerk, General
Clerk-Typist
Digital Computer Operator
Key-Punch Operator
Manifest Clerk
Purser
Radio Officer
Receptionist
Sales Clerk
Salesman, General
Salesperson, General
Secretary
Stenographer
Stock Boy (Girl)
Telephone Operator
Timekeeper

C. MEDICAL AND HEALTH OCCUPATIONS

Dental Assistant
Inhalation Technician
Licensed Practical Nurse
Nurse Aide
Physical Therapy Attendant

D. SERVICE OCCUPATIONS

Beauty Operator
Bellman
Child-Day-Care Center Worker
Cook
Cook (Ship), Chief
Cook (Mess and Third)
Cook Helper
Guard
Janitor (Porter)
Laundry Worker
Maid, General
Messman
Second Cook and Baker
Steward
Tugboat Cook
Utilityman (Scullion)
Waiter (Waitress)

E. TRADE AND INDUSTRIAL OCCUPATIONS

Able Seaman
Air-Conditioning Mechanic, Commercial
Automobile Body Repairman
Automobile Body Repairman Helper
Automobile Mechanic
Automobile Mechanic Helper
Automobile Service Station Attendant
Bricklayer Helper
Carpenter Helper
Construction Worker II
Electrician (Ship)
Electrician Helper
Engineer (Marine), Chief
Engineer (Marine), Assistant
Fire Fighter
Fireman/Water-Tender
Garageman, Industrial
Household-Appliance Repairman
Junior Engineer
Light Truck Driver
Longshoreman
Mechanic (Automotive)

E. TRADE AND INDUSTRIAL OCCUPATIONS (Continued)

Oiler
Ordinary Seaman
Painter Helper
Parking Lot Attendant
Photoengraver (Stripper)
Photographer, Lithographic
Plasterer Helper
Plumber Helper
Reefer Engineer
Sheet Metal Shop Helper
Ship's Carpenter
Stevedore
Tugboat Deckhand
Tugboat Engineer
Welder, Combination
Wiper

3. A VITAL HANDBOOK - This handbook contains information to facilitate the integration of career guidance into the curriculum areas.

SAMPLE UNITS FOR

IMPLEMENTATION OF CAREER

EDUCATION

Subject:

Language Arts

Concept:

The ability to interpret and complete forms is an essential job seeking skill.

Objectives:

1. After canvassing local business and industries, the students will make a list of 10 job opportunities for which they would like to apply.

2. The student will compose a business letter to the personnel offices of 2 businesses or industries and request employment applications from each.

3. The students will discuss the types of information requested on employment applications.

4. The students will discuss the importance of "thoroughness" in completing employment applications.

5. The students will practice completing an actual employment application.

6. The students will design a bulletin board with "Completing Employment Applications" as a theme.

7. As a culminating activity the students will visit the personnel office of a local business to see the processing of an employment application.

Subject:

Science, Louisiana Studies

Concept:

Some career opportunities are dependent upon the Louisiana shrimping industry.

Objective:

1. After class discussion of careers related to the shrimping industry, the students will choose 5 occupations directly or indirectly related to that industry and research these occupations in the Occupational Outlook Handbook or other career resources.

2. The student will write reports on the 5 careers including information such as nature of the work, training, working conditions, etc.

3. The student will choose 2 written reports to present to the class.

4. After completion of these reports, the students will hear a resource speaker from the Department of Wildlife and Fisheries speak about careers related to shrimping.

5. The student will interview this speaker and write a short report documenting his interview.

6. The student will create a visual to illustrate one career as it pertains to the shrimping industry and display this visual to the class.

7. If possible, the students will culminate this unit with a site visitation to a shrimp trawler and discuss their impressions of the visit upon return to class.

Subject:

Louisiana Studies

Concept:

Many careers exist in St. Charles Parish.

Objectives:

1. After having heard a teacher-planned lecture defining the 15 job clusters, the student will make a list of the 15 clusters.

2. The class will divide into small groups, and each group will be given one cluster to research by listing jobs in St. Charles Parish which belong in the particular job cluster.

3. Each small group will discuss its findings about its cluster before the class.

4. The groups of students will compile a master list for each cluster and the jobs in St. Charles Parish which are included in the cluster and distribute the master list to each class member.

Subject:

Remedial Reading

Concept:

The ability to read is an asset in obtaining occupational information for wise decisions about job choice.

Objectives:

1. The student will read about one occupation of his choice in Popeye's Career Comics Series.

2. The student, utilizing the Occupational Outlook Handbook, will read about his chosen occupation.

3. After reading from both Popeye's Career Comics and the Occupational Outlook Handbook, the student will make an oral presentation about his career choice which will cover the following points:

   a. Job description
   b. Working conditions
   c. Salary
   d. Benefits
   e. Education
   f. Training

Subject:

Art

Concept:

Art is a medium of communication.

Objectives:

1. After being divided into appropriate groups, students in each group will be given a teacher prepared list of the 15 job clusters.

2. After volunteered choice of a cluster, each group will design and construct a piece of a mobile which depicts the job cluster of their choice.

3. Upon completion of all parts, the mobile of the 15 job clusters will be assembled and placed on display in the classroom.

Subject:

Language Arts

Concept:

Written communication is important in applying for a job.

Objectives:

1. The student will read pp. 43-51 in the text Succeeding in the World of Work, "Letters of Application" and "Personal Data Sheets" and discuss this section in class.

2. The student will bring to class a classified section from a daily newspaper, select 3 jobs advertised in that section and write a correct letter of application for those jobs.

3. The student will compose a personal data sheet which he might use if he were applying for a job.

4. The students will display letters of application on the bulletin board.

5. The students will hear a personnel representative from a local business or plant speak about applying for a job.

Subject:

Mathematics

Concept:

A knowledge of mathematics is important in varying degrees to different occupations.

Objectives:

1. The student will choose, research, and write a brief report on a career which interests him.

2. After completing objective 1, write a brief paragraph describing the amount of math background required in the job of his choice.

3. The student will present his report to the class.

Subject:

Social Studies, Language Arts

Concept:

Because society is ever changing some jobs become obsolete.

Objectives:

1. After completing a unit on the Colonial Period in America, the student will choose and research one occupation during that time but which has become obsolete. Example: Lamplighter

2. After researching the obsolete career, the student will write a career brief describing the occupation including the following information:

    1. Nature of work
    2. Training
    3. Special qualifications
    4. Employment outlook

3. The student will present his report orally to the class.

Subject:

Language Arts, Social Studies, Mathematics

Concept:

Knowledge of Social Security benefits is important in career planning.

Objectives:

1. The student will read and outline chapter 14, pp. 290-312 in Succeeding in the World of Work.

2. The students will hear a representative from the local Social Security Office speak about social security benefits.

3. The students will interview the social security representative using the interview guide for Activity 65, p. 221 of Activities for Succeeding in the World of Work.

4. After completing Activity 64, p. 219 in Activities for Succeeding in the World of Work, the student will be able to define disability benefits and estimate the amount of benefits by following the formula on page 219.

5. After completing the above objectives, the student will complete Quiz #14, page 223 in Activities for Succeeding in the World of Work with all students attaining 80% correct responses.

Subject:

Industrial Arts

Concept:

Many occupations are available in the field of construction.

Objectives:

1. Utilizing various sources, such as the Occupational Outlook Handbook or "Career World", Curriculum Innovations, Inc., the student will list 25 or more occupations available in the construction field.*

2. The student will list at least 2 duties for each occupation on his list.

3. Students will form into groups of no more than 5 and after comparing lists will compile one list of occupations and duties.

4. Each small group will select one job and invite to class a resource person who represents that job to speak to the group.

5. After hearing that representative the small group will make a site visitation to that representative's place of work.

6. After hearing the representative and making the site visitation, each student will present to the class a brief report of the job studied.

*Example included

*Sample list of occupations

1. Carpenter
2. Electrician
3. Plumber
4. Mason
5. Cement man
6. Plasterer
7. Painter
8. Interior decorator
9. Exterior decorator
10. Landscaper
11. Surveyor
12. Architect
13. Contractor
14. Engineer
15. Communications
16. Steel workers
17. Welders
18. Riveters
19. Sand blasters
20. Mechanic
21. Machinest
22. Pattern maker
23. Equipment operator
24. Machine operator
25. General laborer

Subject:

Home Economics (Clothing)

Concept:

Many careers are available in the field of fashion.

Objectives:

1. The students will compose a list of occupations which contribute to the design, construction, and marketing of a garment. Example: designer, pattern cutter, seamstress, etc.

2. Each student will choose one career which he will research in the Occupational Outlook Handbook and will write a brief report on that career which he will present to the class.

3. The students will design a bulletin board which traces the careers associated with the evolution of a garment from the design stage to the customer.

APPENDIX I

TEACHER DEVELOPED

UNITS

A CAREER EDUCATION UNIT FOR CIVICS

Developed by

John Smith

Michael Wells

Ralph Wilderson

CONCEPT

There are two basic forms of local government, the City Government System and the Police Jury System, the latter being in effect in St. Charles Parish. This unit will compare and contrast the organizational structure, services, job duties, and problems solving procedures of each of the two forms of government.

SUBJECT: Civics
UNIT: State and Local Governments
LESSON: How City Governments Serve Their Citizens

OBJECTIVES	ACTIVITIES	EVALUATION
1. At the conclusion of the unit, the student will be able to list a minimum of twenty services performed solely by the city government.	1. Have students discuss the topic: "What Necessary Services Do City Governments Perform". A student will be assigned to record the responses on the chalkboard.	
	1.1 Have students read the topic: "The Work of City Governments," p. 190 in their text and list any government services not covered in the discussion.	
	1.2 Show and discuss the Encyclopedia Britinnica filmstrip "Municipal Government." List any additional services not covered in above.	1. Written Test
2. At the conclusion of the unit, the pupil will be able to correctly describe the structure of each of the five forms of city government in written or oral form.	2. Using the test and other references have pupils draw a chart showing the organizational structure of the five forms of city government on a sheet of poster paper. List the principal officials and their duties, their qualifications for office, salary, the branch of government to which they belong, the manner by which they belong, and the manner by which they take office (elected or appointed).	11. Written Test

OBJECTIVES	ACTIVITIES	EVALUATION
3. At the conclusion of the unit, the pupil will be able to define correctly the following terms: Charter, Mayor-Council, Councilman-at-large, Ward, Incorporated, Precinct.	3. Using the glossary in the back of the text the pupil will define the following terms: Charter, Mayor-Council, Councilman-at-large, Ward, Incorporated, Precinct.	III. Written Test
4. At the conclusion of the unit, each pupil, individually or in groups, will prepare a research report on some current problem facing city governments (Traffic, energy, etc.)	4. The student will write a research report on a current problem facing city government. The completed report will be presented to the class.	IV. Content, evidence of research, organization.
5. At the conclusion of the unit, each pupil will have an opportunity to p articipate in a seminar type activity where he will have an opportunity to hear and/or talk with individuals representing public office; Mayor, City Council, Police Dept., etc.	5. Invite officials representing public office to the school to talk with members of the class about their jobs.	
	5.1 Have interested students prepare a tape recorded interview with some public official, department head or other city government worker and present to the class.	

Name: _____

Date: _____

Score: _____

CIVICS TEST I

1. List at least twenty (20) services performed by the city and parish government.

1.	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

2. For each service listed above, give a detailed description of the type of work performed.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

3. From the discussion of the topic: "What Necessary Services Do City Governments Perform?" List five (5) responses.

1.

2.

3.

4.

5.

Name: _____

Date: _____

Score: _____

CIVICS TEST II

1. In the space below, correctly describe the organizational structure of each form of government.

FORM	EXECUTIVE	LAWMAKING BODY
1. Mayor Council Government:		
2. Weak-Mayor Plan:		
3. Commission Plan:		
4. Strong-Mayor Plan:		
5. City Manager Plan:		
6. St. Charles Parish Police Jury:		

Name: _____

Date: _____

Score: _____

CIVICS TEST III

1. Competely define the following terms, giving a brief statement about the educational background and salary of the first elevon:

   1. Mayor-council:
   2. Councilman-at-large:
   3. District Attorney:
   4. Police Jury:
   5. Sheriff:
   6. Assessor:
   7. Clerk of Court:
   8. Constable:
   9. Coroner:
   10. School Board Members:
   11. Mayor:
   12. Charter:
   13. Ward:
   14. Incorporated:
   15. Precinct:
   16. Parish:

EVALUATION NO. IV

RESEARCH PAPER

Research papers cover topics of importance to city and parish government. Emphasis is placed on the many different types of careers or jobs in government. Students presented their papers to the class and entertained any questions.

EVALUATION NO. V

RESOURCE PERSONS

Students asked questions of each speaker; after each presentation, students presented taped interviews to the class. Resource persons who visited the class were: Ralph Miller, State Representative and private lawyer; Ikey Lucas, sheriff's office and tax collector; George Oubre, lawyer.

APPENDIX II

INTRODUCTION TO THE FIFTEEN JOB CLUSTERS

Developed by
River Parishes Consortium

JUNIOR HIGH
Suggested for grade 9, Civics

Concept 1. Each student can enlarge his occupational horizon

OBJECTIVES	ACTIVITIES	RESOURCES
1. At completion of unit on job clusters, student will be able to list the 15 job clusters, identify and give an example of each.	1.1 Student will observe an (or several) audio-visual presentation(s) on the 15 job clusters.	Filmstrips Overhead projector Magazines Newspapers Poster supplies Game
	1.2 Groups of students will prepare posters on each job cluster	
	1.3 Students will play Problem Solving Game, "Guess Which Job Would Solve the Problem".	
2. Each student will be able to match job to job cluster. (% of accuracy to be determined by class)	2.1 Students will play Problem Solving Game with addition of identification of job cluster.	Game

Concept 2. There is continuous change in the world of work.

OBJECTIVES	ACTIVITIES	RESOURCES
1. The student will be able to list jobs which no longer exist because of social, environmental, and technological change.	1.1 Using a prepared questionnaire, each student will complete a survey of the working members of his household and neighborhood listing jobs held from earliest work experience to the present	Prepared questionnaire
	1.2 Class project: compile information from all surveys	
	1.3 Using results of data gathered, students will list and discuss all jobs no longer in existence in the area.	Survey

OBJECTIVES	ACTIVITIES	RESOURCES
3. The student will be able to discuss the evaluation of hobbies into jobs and jobs into hobbies.	3.1 Panel discussion of guests followed by question and answer session about evaluation of hobbies into jobs and jobs into hobbies.	Resource people with hobbies
	3.2 Student exhibition of hobbies pertinent to unit	

Concept 3. Interdependence among occupations is essential in the world of work.

OBJECTIVES	ACTIVITIES	RESOURCES
1. The student will be able to show the interdependence of one job task to another.	1.1 Have students select one product (example - cane sugar) and one service occupation (grocer) and trace the many jobs involved from beginning of production or operation to end.	Chamber of Commerce information about relation between population and job availability Booklet on manufacturing or processing.
	1.2 Class discussion of planet, like earth. If a group found themselves there, how would the following questions be answered: What can we do? What would we need? Role playing to fit the situation.	

OBJECTIVES	ACTIVITIES	RESOURCES
2. The student will be able to give examples of the interdependence of the jobs within the school.	2.1 Students will discuss with a panel of school personnel the interdependence of jobs within the school and of those jobs with jobs in the community	Guests Principal School nurse Lunchroom worker
3. The student will be able to give examp les of the interdependence of the jobs within the school and those within the community.	3.1 Same as above.	

Concept 4. Career selection is easier when positive feelings toward all forms of work exist.

OBJECTIVES	ACTIVITIES	RESOURCES
1. Each student will select one job in each cluster and show its importance, its dignity, that it is honorable (within the law) and that it is worthy of respect.	1.1 Students discuss with resource person the importance, dignity, honor and respect associated with different jobs in the world of work.	Guest from a plant or government body (Public Health of Civil Service) Student-made props or costumes.
	1.2 Each student will select an occupation usually accorded a low place on the scale in reference to importance, dignity, honor, and respect and discuss the opposite view.	
	1.3 Role playing to show importance, dignity, honor and respect deserved by each occupation.	

APPENDIX III

CAREER EDUCATION
PUZZLES

AGRI-BUSINESS AND NATURAL RESOURCES

C O N T R A C T B R E E D I N G
U H L V T S L A R E N I M E E A
L G A M A R K E T O O R X O V M
T N Z R E F I N I N G C P G A E
I I T T V Q V T Z E A H N R G P
V T C R P E C R F V Y I K R R R
A L A N T A S I A S L E A L O E
T E R P R M L T I L T D N C W S
I M T T L D E C I I I V Z I T E
N S X P L Z A M N N R T Q H H R
G E E I Q L R G G N G G D P T V
N O W G N I G G O L N S O A N E
G G E C N A N I F I T R O R E S
N N W E T A T S L V U E W G M L
I I A L O C A L A N D B P O E A
T S F E E D I N G S O I L M G R
N I B T C R E B M I T F U S A E
A A O D D R G N I P M U P I N D
L R E C R E A T I O N X V E A E
P R O P A G A T I O N T R S M F

PROPAGATION
PROTECTION
GAME PRESERVES
RECREATION
PLANTING
CULTIVATING
HARVESTING
BREEDING
RAISING
FEEDING
MANAGEMENT
FEDERAL
LOCAL
STATE
FINANCE
GEOPHYSICAL
SEISMOGRAPHIC
DRILLING
PUMPING

EXTRACTION
MARKETING
PULPWOOD
TIMBER
SOIL
WILDLIFE
MINERALS
LOGGING
SMELTING
MILLING
REFINING
EXTRACT
EXCAVATE
GRADING
MARKET
LAND
FIBER
GROWTH

BUSINESS AND OFFICE

S T E N O G R A P H E R A T A D
X E C A S H N O I T A U L A U E
B X C O M P U T E R N G I S E D
M E E R O T S T E R P R E T N I
A C P L E G A L R E G A N A M T
R U L X A T L O K L Y M O P Q I
G T A E T R A N S C R I B E R N
A I N S R X C R E P O R T I N G
I V N I Q K I S Y T T E R T D B
D E I H R M D M Z C N C M R X T
G C N C D A E R V U E O O O Y N
N I G N V I M O R R V R N P B A
I F V A E L I F P T N D I E T T
L F L R A N A L Y S I S T R E N
U O M F I S C A L N T O O Q G U
D I S T R I B U T I O N R P D O
E X S X E T A N I D R O O C U C
H O D P Z R E P E E K K O O B C
C O R R E S P O N D E N C E Z A
S P U B L I C R E L A T I O N S

SECRETARY
STENOGRAPHER
EXECUTIVE
LEGAL
SCHEDULING
REPORTING
PUBLIC RELATIONS
CORRESPONDENCE
ACCOUNTANT
BOOKKEEPER
COMPUTER
TYPIST
EDITING
DESIGN
DATA
DIAGRAM
INTERPRET
INSTRUCT
PLANNING
BUDGET
FRANCHISE
EVALUATION
COORDINATE
MANAGER
FISCAL
ANALYSIS
TAX
CASH
INVENTORY
RECORD
STORE
COST
OFFICE
MAIL
FILE
FORMS
MONITOR

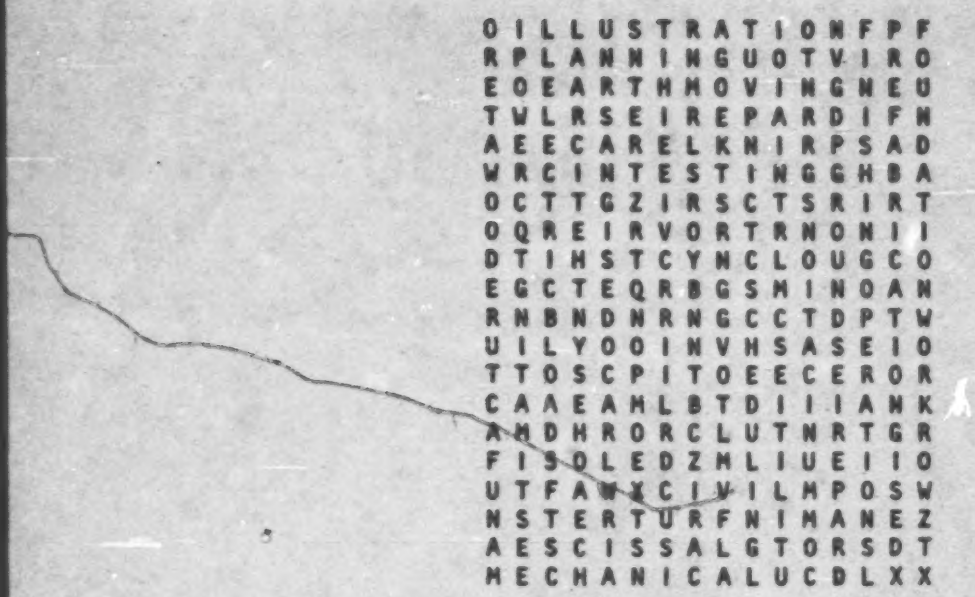
COMMUNICATION AND MEDIA

M A B R O A D C A S T I N G X C
I L L U S T R A T I N G V N E O
C V O T C L M B S R Q S T I L M
R M O L A S T U O Y A L L C O P
O Z V U W X Y Z A B C O A I S U
W D S A T E L L I T E B S L N T
A I E D I T I N G G H M E P O E
V E F G N I T F A R D Y R S C R
E L E C T R O N I C S S T E M S
S I G N I T N I A P G G R L S C
Y J S D M P A Q H N N N A B C N
S K U N O C R P I O G I N A I O
T A N O I T A M I N A D S C N I
E S T T S R M T I B C N M D O S
M U P N G A A T A D E I I N R I
S O G E R M N Q R S T B S A T V
G I L G I I L M N O Z K S E C E
S E O N R P Q A B D E O I N E L
T R A P L A T E S C F O O I L E
P U B L I C A T I O N B N L E T

MICROWAVE SYSTEMS
ELECTRONIC SYSTEMS
PROGRAMMING
PUBLICATION
TELEGRAPH
LINE AND CABLE SPLICING
LASER TRANSMISSION
ANIMATION
OPTICA
TELEVISION
ELECTRONICS
BROADCASTING
ILLUSTRATION
SIGNS

BOOKBINDING
ANIMATION
LAYOUTS
AUDIO
PRINTING
VISUAL
SATELLITE
COMPUTERS
CONSOLE
DRAFTING
EDITING
PLATES
PAINTING
SYMBOLS

CONSTRUCTION



O I L L U S T R A T I O N F P F
R P L A N N I N G U O T V I R O
E O E A R T H M O V I N G N E U
T W L R S E I R E P A R D I F N
A E E C A R E L K N I R P S A D
W R C I N T E S T I N G G H B A
O C T T G Z I R S C T S R I R T
O Q R E I R V O R T R N O N I I
D T I H S T C Y N C L O U G C O
E G C T E Q R B G S M I N O A N
R N B N D N R N G C C T D P T W
U I L Y O O I N V H S A S E I O
T T O S C P I T O E E C E R O R
C A A E A H L B T D I I I A N K
A M D H R O R C L U T N R T G R
F I S O L E D Z M L I U E I I O
U T F A W X C I V I L M P O S W
N S T E R T U R F N I M A N E Z
A E S C I S S A L G T O R S D T
M E C H A N I C A L U C D L X X

OPERATIONS
PLANNING
METAL
MECHANICAL
AIR
ELECTRIC
MANUFACTURED
SCHEDULING
ESTIMATING
MASONRY
WOOD
SYNTHETIC
GLASS
FOUNDATION WORK
SEWER
FORMING
SHAPING
PREFABRICATION

ILLUSTRATION
EARTH MOVING
FINISHING OPERATINGS
DECOR
WATER
DRAPERIES
COMMUNICATIONS
SPRINKLER
DESIGN
UTILITIES
TURF
CIVIL
GROUNDS
TESTING
POWER
WORK
DESIGN

CONSUMER AND HOMEMAKING

V A L L I K S E C N A D I U G W
P L C B S V C L U X S X K N I T
H T O G T A V E T V L L O N M G
O E D N A L Y R T T L G D L G H
L R N I N U L A I U A O I N N I
S A O T D E I P H L W R E O I L
T T I C A S M P G S Z X T I N E
E I T E R A A A T M M L A T N S
R O A P D W F E G Z G G R A A N
I N U S S X X N C G N N Y C C U
N M L N D T I L N I I I N I G O
G X A I I V O I P Z K D G N N C
N S V L R T H E R D R A I U I R
I L E E H C E Z O E A R S M T E
N A S I T K S U N E M G E M A M
N O N I E R L D P M C U D O R U
I G T S O W E A V I N G S C E S
P S U O G N I R I A P E R N P N
S O L R E F I N I S H I N G O O
H F A M I L Y P L A N N I N G C

CONSUMER COUNSELING
HOUSEKEEPING
FAMILY PLANNING
CONSUMER
FLOORS
WINDOWS
WALLS
DIETARY
OPERATING
MENUS
GUIDANCE
UPHOLSTERING
REFINISHING
CANNING
COMMUNICATION
REPAIRING
CUTTING
SPINNING
STITCHING
DARN
KNIT
ALTERATION
DESIGN
GRADING
MARKING
CLOTHING
GOALS
SERVING
TEXTILE
EVALUATION
APPAREL
SKILL
FAMILY
VALUES
STANDARDS
WEAVING

ENVIRONMENT

S T R E E T S S Y A W R E T A W
A O N O I T A C I F I R U P I A
N W A T E R S H E D G L R A R T
I E X S E T S A W O N V E R F E
T R T P M A W S S C I S Z A I R
A S O I L O R B E K G N I S E S
T O W E R S N A R I D O L I L H
I R R I G A T I O N E I I T D E
O P E S T S E P T G R T B E S D
N D S P E C I E S O D A A E L E
C H E M I C A L S V R C T D A M
I R R I G A T I O N N I S W X O
R X V E C O L O G Y O N N Y S G
T S O U E C A P S H I U A G Y R
S E I V L A R U R S T M B O A A
L G R W E A T H E R U M R M W P
A D R A I N A G E A L O U S D H
N I H A Z A R D S M L C Z A A I
A R C H A R T I N G O S E D O C
C B N O I T A T R O P S N A R T

MONITORING
SANITATION
IRRIGATION
RESERVOIR
CANALS
WATERWAYS
WATERSHED
DEMOGRAPHIC
IRRIGATION
TRANSPORTATION
STREETS
ROADWAYS
BRIDGES
AIRFIELDS
DAM
TOWERS
POLLUTION
PURIFICATION
CHEMICALS
DOCKING
COMMUNICATIONS

PARASITE
SPECIES
DREDGING
STABILIZER
TOWERS
CODES
HAZARDS
SWAMP
MARSH
ECOLOGY
PESTS
ORES
WEATHER
SOIL
URBAN
RURAL
SMOG
SPACE
WATERSHED
CHARTING

FINE ARTS AND HUMANITIES

C O M M U N I C A T I O N S P C
A N G I S E D N O I H S A F R X
M L M E D I A L G Y A S S E A L
E A Q Z X N I N E M T R A O M V
R U T V L G I R G N I T N I A P
A S W M H D U S Q T I G N L S E
M I O T R T E L E V O N G L N G
A V I O P R R S E S C I I U O A
N N C L U M T W U A A L S S I T
G E U T V L R W X R R D E T T S
R C L Y Z I L C M E E N D R A Y
S U E O T F I Y N M E A N A L R
C P C I Q S R R O A R H O T E O
L I N G U I S T I C S A I I R T
T G A M O N A E D B E T H O C S
L M D G F E D O A C T A S N I T
G R A P H I C P R I S D A K L R
H G N I T I D E E P A T F L B O
G N I S S E C O R P M L I F U H
C O S T U M E D E S I G N M P S

CREATIVE WRITING
LINGUISTICS
NOVEL
POETRY
ESSAY
DRAMA
SHORT STORY
PAINTING
SCULPTURE
DANCE
MUSIC
COSTUME DESIGN
PUBLIC RELATIONS
COMMUNICATIONS
ILLUSTRATION
FILM PROCESSING
FASHION DESIGN
TAPE EDITING
CULTURES
FILM
RADIO
CAMERAMAN
RECORDING
LIGHTING
STAGE
CAMERA
SETS
GRAPHIC
VISUAL
CAREERS
ART
MEDIA
SET
DATA HANDLING

HEALTH

S I C K C A R E Y M O T A N A H
C O O P E R A T I V E G X A B E
H P C R E S E A R C H N C D R A
E E L I I M M U N I Z I N G E L
M D I S A E C R O V I D E F P T
I I N T Y L G H I J K N L Y O H
S A I O P O S N M Y L I E G R I
T T C R A R O E G P Q F N O T N
R R S A R T B O R S R E N L I S
Y I E G E N L B L V T S O O N U
U C R E H O O I E E I A S I G R
V S V Z T C O O V U P C R C H A
W X I Y A N D P A C Q R E O I N
Y Y C S B O B H R S X S P S D C
G H E E L S A Y T E D Z L O R E
O T S U M I N S M R Y C I L O P
L A X S C O K I O T I Z B C C J
O E L S D P S C C B T B R Q E L
I D Z I O V E S H O M E C A R E
B A C T E R I O L O G Y D O O F

SOCIAL SERVICES
CLINIC SERVICES
COOPERATIVE
SICK CARE
HEALTH INSURANCE
BACTERIOLOGY
BIOLOGY
CYTOLOGY
CHEMISTRY
ANATOMY
SOCIOLOGY
POISON CONTROL
RECORDS
FOOD
CASE FINDING
BLOOD BANKS
TISSUES

BIOPHYSICS
IMMUNIZING
THERAPY
HOMECARE
BIRTH
DIVORCE
DEATH
RECORDING
REPORTING
RESCUE
PERSONNEL
STORAGE
TRAVEL
POLICY
PEDIATRICS
RESEARCH

HOSPITALITY AND RECREATION

C O N C E S S I O N S L B B C L
O O M A I N T E N A N C E E G A
N K N C M A R I N A O C E A N N
S R X D I T G T E N N I S C I D
T A R E O N O I D A R L O H G S
R P L S B M C S N O O C C E D C
U H S I F G I I R O E D I S O A
C K L G T R F N P I S B A Z L P
T G Z N A S R Q I Y A M L T P I
I O X L T M Z T A U S F S S U N
O L C R V O E W Z T M E M E O G
N F O S O T R R N A I S U C R L
Z P A L T E U A R R G T I R G E
S S C I T L R K A O N I R O E F
L T H A X U E R D V I V A F R I
E R W R A T A A E I T A U D U L
T O Z T I U Q N S S C L Q E T D
O S S N T R Z G E T A I C M L L
H E G S I N G E R A K T A R U I
R R E F O R E S T S L P M A C W

CONDOMINIUMS
MARKETING
CONCESSIONS
CONSTRUCTION
RESTAURANTS
DESIGN
LANDSCAPING
MAINTENANCE
FINANCE
OCEAN
BEACHES
ESTUARIES
RANGES
FORESTS
FISH
DESERT
WILDLIFE
VISTAS
PARK
PICNIC
SING
COACH

CAMP
ZOO
ACQUARIUMS
TRAILS
WATERWAYS
RESORTS
MOTEL
HOTELS
MARINA
LODGING
SKI
GOLF
TENNIS
CULTURE GROUP
ARMED FORCES
POOL
RADIO
FAIRS
FESTIVAL
SOCIALS
SPORTS
GAME

MANUFACTURING

P S A L E S N O I T A M O T U A
R R V T R T N E N O P M O C C N
O X O O E Z T R S Z C E B Q U I
C Q T D M C R R P Q Y D X T M M
E V U E U A B E E T B I N R M A
S E A S S C S T C L E A O A U L
S P M I N O T A T Y R G I D N M
I Y I G O M O I I R N N T E I L
N T N N C P R L O D E I A V C I
G O E T P O I I N N T G Z I A A
N T R O H N N N Q U I A I T T R
L O A S E E G G R O C K L C I L
A R L M L N T T U F S C I A O E
S P O L D T L I D I B A T R N N
O H I O R A X W C Y Z P U T S N
P K O U R E C E I V I N G X V O
S F C U R B E L B A T E G E V S
I K T S U P E R V I S I O N Q R
D A A I R G N I S S E C O R P E
N R E C Y C L I N G E D A R T P

PRODUCTION
PROCESSING
AUTOMATION
COMPONENT
INSPECTION
NATURAL
SYNTHETIC
RECEIVING
DISPOSAL
RECYCLING
PERSONNEL
COMMUNICATIONS
PROCESSING
SUPERVISION
SKILL
ANIMAL
VEGETABLE
MINERAL
EXTRACTIVE
DESIGN
CONSUMER
PROTOTYPE
PACKAGING
COMPONENT
CYBERNETICS
FOUNDRY
RETAILING
TRUCK
AIR
RAIL
STORING
TRADE
HOME
FOOD
BID
TRADE
AUTO
SALES
MEDIA
UTILIZATION

MARINE SCIENCE

M W E L D I N G N I R O H C N A
C A G N I K O O C T C U D O R P
O T R A W L E R E S M A L C V L
N E T I I R Z S T S U R V E Y A
A R R O N B A S H R I M P A R N
V C A L L E N N O S R E P N T K
I H P N S E P G R E T S Y O X T
G E S I N H N L A I R E A G N O
A M D I S I T E A P T E B R O N
T I E I G R K M A N L V Y A I D
I S F G A A A R O C T R H P T C
O T I H N E A I Y C G S P H A M
N R C S R S T C E N E E A Y C L
G R T B I I Y R I I O I R T I E
N P A T L G U T C L A M G N N G
I A E O O T R E E F X E O E U A
V M M L L A P E R C H N T R M V
I E O U H S A R D I N E O R M L
D C C C T N E I R T U N H U O A
E M E T E O R O L O G Y P C C S

ECOLOGY
MARINE PLANTS
WATER CHEMISTRY
DEMOLITION
RIGGING
WELDING
ANCHORING
DIVING
SALVAGE
TRAWLER
SEINE
NET
TRAPS
METEOROLOGY
COMMUNICATION
NAVIGATION
PRODUCT COOKING
OIL
MEAT
DISEASE
PARASITE
PLANKTON
SNAKE
CULTURE
OCEANOGRAPHY
CHARTING
PHOTOGRAPHY
PERSONNEL
NUTRIENT
CURRENT
MAP
CHART
AERIAL
SURVEY
ENEMIES
FISH
CLAMS
SHRIMP
SPECIES
CYCLE
OYSTER
SARDINE
PERCH
REEF
BREAM
CLAM

MARKETING AND DISTRIBUTION

P U B L I C I T Y E L A S E R E
H O U S I N G X E C N A N I F N
C A R R I E R S Z X T L N N R G
V U B T R A U E L L O S Q T B I
T T C L E L M N A D U R M A Z N
O O Y E S P O T G R E R R N N E
L M R N E Q N I A M A Q G G O E
A O O N A A N N U F M B N I I R
N T T O R G C S T U T D I B T I
O I N S C E N R E N G S S L A N
I V E R H O A L E N E G U E T G
T E V E C F O M I I T N O S R E
U Y N P F R P S R E C I H E O L
T A I I T I I O R C U K E D P E
I L C E U T S A R M D N R A S R
T P P Q R S W E L N O A A R N A
S S E E E K K O Q R R B W T A P
N I V C R I G N I P P I H S R P
I D C A T T Z L R O D N E U T A
A A H M O T L E L A S E L O H W

ADVERTISING
DISPLAY
PUBLICITY
ENGINEERING
RESALE
WHOLESALE
INSTITUTIONAL
APPAREL
HOUSING
AUTOMOTIVE
TRANSPORTATION
VENDOR
CARRIERS
SHIPPING
INVENTORY
BANKING
CREDIT
PRODUCT
RESEARCH
INSURANCE
FINANCE
TRAVEL
LODGING
RENTAL
FARM
TRADE
PETROLEUM
INTANGIBLES
TRAFFIC
WAREHOUSING
PERSONNEL
CONSUMER

PERSONAL SERVICES

S C A L P T R E A T M E N T C C
K M F X G N I R E H S U H A O M
I S A S H A V I N G Y E R L U C
N T C M X V T D C G A E O L M N
T C I V P U R L O T E R G G S Y
R U A W X O I L R R T L N F E G
E D L T C P O I U E R I V U L O
A O Q E P H C I S X T P O N I L
T R R I T A D T N R C A B E N O
M P N A L M I N O G G L G R G N
E G P L O N G P V N N N O A G H
N N P Q G R S N I B I C R L N C
T I C R C N L L I S O A O S I E
X Z V O A T Y R I R C L B K T T
S Y T R Z T C T Q R U M A I S P
E L T Q S O R U V T T C L L I U
L A L R U E G A S S A M I L S E
A N I A V F I N A N C E S N S K
S A B D C U S T O D I A L V A A
H M A K E U P V Y R A U T R O M

SHAMPOOING
HAIR STYLING
COLOR TESTING
MANICURING
MAKEUP TECHNOLOGY
MORTUARY
SKIN TREATMENT
SCALP TREATMENT
ANALYZING PRODUCTS
ADVERTISING
TRANSPORTING
THEATRICAL
MAKEUP
SALES
ASSISTING
USHERING
COUNSELING
FUNERALS
CUSTODIAL
LABOR
SHAVING
FACIAL
FINANCES
SKILL
CAREER
CLIPPING
MASSAGE
RECORD
PATHOLOGY

PUBLIC SERVICE

P L A N N I N G D S N G I S E D
R R E F U S E E F A G H S A I R
I C O N S U M E R L J K T L F U
S A C B I R T H L A E D R E I G
O O D E A T H M N R U E O S R S
N M I L I T A R Y I N E P V E W
I P Q R S A I T U E E D R C X Y
N S S S B X A O Z S U S I T T S
D L M M C A R Y N Z E V A U I E
U A O O D T T V S G R T P R S C
S N T T E I X E D E E O Q N N I
T I S S R O S I S K R E Y P A V
R M U U K N R L R T G T G I R R
I R C C E B A A R A I S N K T E
E E O C A I M B I R E N I E D S
S T I N C R O R U L O V G L I T
S L K I O N R C T Q P T D X P R
Z S D B D A E I E C I L O P A U
R U A S M S T T U N N E L S R O
J L F E E S G N I L E S N U O C

JUDICIAL SERVICES
LABOR MARKET
PRISON INDUSTRIES
SECURITY
COUNSELING
TESTING
COURT SERVICES
PLANNING
PROBATION
DESIGN
MILITARY
SECURITY
LODGING
DRUGS
TAXATION
FEES
SALARIES
SALES
CONSUMER
REVENUE
TUNNELS
RAPID TRANSIT
REFUSE
TURNPIKE
AIRPORTS
TERMINALS
BIRTH
MARRIAGE
DEATH
DEEDS
CUSTOMS
LICENSE
STOCK
BONDS
TITLES
FIRE
POLICE
BANKS
CUSTOMS
PORT
BRIDGES

TRANSPORTATION

V L A U N C H O P E R A T I O N
A E S N O I T A C I N U M M O C
T L H R E V I R E G N E S S A P
A X T I U R P G N I D N A L N E
D V S E C U R I T Y X W V S O N
M R S N M L T Z L X Y U M C I I
U E R O L O E E S K R E L C T L
E E I P L Z N O T S T O B V C E
L N A I Q N P S P S R G W T E P
O I P Z O E D S Y E N E A L P I
R G E S R R L S R I R N R X S P
T N R A A U S E H C K A G E N T
E E T W R L L C T I Q C T L I R
P O E R A D T H N P O V O I T S
R T Y N N A G G R O U N D T O V
S R G A P I T A N K F A R M S N
X I H S L F L I G H T C R E W X
S L I F S I S Y L A N A K S A T
O D E C I V R E S T N G I E R F
E Q U I P M E N T R E P A I R S

VEHICLE OPERATION
SECURITY
EQUIPMENT REPAIRS
SIGNALS SYSTEM
DISPATCHING
AGENT
CLERKS
OPERATOR
FREIGHT SERVICE
PIPELINE
FLIGHT CREW
TASK ANALYSIS
LAUNCH OPERATION
COMMUNICATIONS
PILOTING
STEWARDS
INSPECTION
TANKING
SURVY
HANDLER
REPAIRS
STOCK
TANK FARMS
DATA
PASSENGER
LANDING
GROUND
RIVER
PERSONNEL
FLIGHT CREW
ENGINEER
PETROLEUM

GOOD WORK HABITS

A X L Q R Y T I L A U T C N U P
S T B D E X Z F E R L O Q F S T
E O T N M L C F R D S B R O S E
N T X I N I A T I V E V R R E C
S T C A T Q R S S F N T A E N N
E D E C O U R T E S Y T S S D A
O L N M O M D L D U T O L I E R
F V O S O Y E E X U S P M G D A
H S I T Q T P Z Y W R Q N H H E
U E T L R S E D N E I R F T I P
M L A X I E N T H U S I A S M P
O F P L N N D N P O Y R L O N A
R C I O T O A R R U T U R G E L
O O C Y E H B L O T I A Y N P A
Q N I A R N I B M R L T T I O N
R T T L E B L Z P I A B I L Z O
B R R T S L I Q T Q T Z L L R S
Z O A Y T T T Y B O I L I I B R
L L P V S X Y R Z M V T B W X E
U S E O F V O I C E S L A O G P

ATTITUDE
COURTESY
DEPENDABILITY
DESIRE
ENTHUSIASM
FORESIGHT
FRIEND
HEALTH
HONESTY
INITIATIVE
LOYALTY
MORALITY
NEATNESS
PERSONAL APPEARANCE
PUNCTUALITY
SELF CONTROL
SENSE OF HUMOR
TACT
USE OF VOICE
PARTICIPATION
GOALS
VITALITY
INTERESTS
PROMPT
ABILITY
WILLING
OPENMINDEDNESS

OCCUPATIONS PUZZLES

A S T R O N O M E R E H C T U B
T D S E R V I C E M E N U H B U
T X J O C U R A T O R R S E G S
E C A U T H O R O L I A T R T D
N B D C S G N I N I M L O A S R
D I A R Y T M I O P N E D P I I
A T T O R N E Y C N A S I I P V
N A M E T U O R H I M R A S Y E
T E A C H E R C E A A U N T T R
S U R V E Y O R F D E N T I S T
I S B E D O S A L E S M E N I P
R T X Y P O L I C E M A N U N R
T A X I A A S E I L R E D R O T
A T Z K R R I R Q S R E G N I S
I I O T E S E R Z R E L L E T I
H O L G T H L L M E L O R A P G
C N N O C W E Z M A S O N N E G
Y I L N O L D L A T N E D A C U
S I A F F L O R I S T S P D E R
P R O G R A M M E R R E V I R D

ADJUSTER
ASTRONOMER
BUTCHER
ATTENDANTS
ATTORNEY
DENTIST
PROGRAMMER
PHYCHIATRIST
TECHNICIAN
SURVEYOR
REPAIRMAN
TEACHER
SEAMAN
RECEPTIONIST
POLICEMAN
CURATOR
CUSTODIAN
DRIVER
MODEL
SINGER
TELLER
ORDERLIES
BUSDRIVER
TYPIST
RANCHER
COOK
ROUTEMAN
TAILOR
SALESMEN
PILOTS
FLORISTS
DRUGGIST
TAXI
SIGNERS
NURSE
MINING
CHEF
MASON
PAROLE
SERVICEMEN
DAIRY
DEAN
DENTAL
STATION
THERAPIST

SOME ARE FOUND UP AND DOWN, SOME ACROSS AND SOME DIAGONALLY. IN SOME CASES, THERE IS ONLY ROOM FOR PART OF THE OCCUPATION. SOME ARE SPELLED BACKWARDS. IF A WORK APPEARS MORE THAN ONCE IN THE LIST, IT APPEARS MORE THAN ONCE IN THE PUZZLE.

OCCUPATIONS PUZZLE

A S T R O N O M E R A D I O Y O B S U B
A C T O R E Y W A L C N E M Y G R E L C
N L T S A N I T A R I A N R E K O R B E
E E X R E N G I S E D R A U G O D E E M
S R X B E A U T Y O P E R A T O R V F E
T K G A B S T E W A R D E S S C G I N N
H F L O F I S T H N F B I A G E N T A T
E D A N C E R L M N A M E R O F N C I M
T R O O F E R O B O I L E R M A K E R A
I O R E R O B A L U M O D E L V T T O S
S T R E S T E C O N O M I S T U S E T O
T C T R E Y A L K C I R B Z L M I D S N
W A X Y A R C H A E O L O G S I T N I O
C P Q G L A Z I E R R E D I T O R P H Z
C R I M I N O L O G I S T D A T A X I L
A I R T R A F F I C C O N T R O L L E R

ACTRESS
AIR TRAFFIC CONTROLLER
ANESTHETIST
ARCHEOLOGIST
BEAUTY OPERATOR
BRICKLAYER
CATERER
CLERGY MEN
COOK
DANCER
DETECTIVE
EDITOR
FLORIST
GUARD
HISTORIAN
LABORER
BROKER
SANITARIAN
RADIO
TAXI
ACTOR
STEWARDESS
ANNOUNCER
ASTRONOMER
BOILERMAKER
BUSBOY
CEMENT MASON
ARTIST
CRIMINOLOGIST
DESIGNER
ECONOMIST
FBI AGENT
FOREMAN
GLAZIER
LAWYER
MODEL
ROOFER
ACTOR
CLERK

SOME WORDS WILL BE FOUND GOING ACROSS, SOME UP AND DOWN, AND SOME DIAGONALLY. SOME ARE WRITTEN BACKWARDS. IF A WORD APPEARS MORE THAN ONCE IN THE COLUMN, THEN IT APPEARS MORE THAN ONCE ON THE PUZZLE.

OCCUPATIONS PUZZLE

D F E H C U P H O L S T E R E R
S O A E W A G R O N O M I S T E
S R O R N L S A L E S M A N C S
E E C R M G O H M N A P P B D T
R S X E M E I Q I R S O A T T A
T T L W A A R N M E H D I S B U
S E N P I O N P E L R I C I A R
M R R A D Q R X L E T A I G K A
A E E R U C L E R K R T T O E N
E V H G V W B A R B E R E L R T
S E P O E X Y L Z T B I I O E E
R N A T N U R S E A C S D O T E
O U R O G U R X L M N T R Z N R
T E G H I R E T N E P R A C E E
I R O P N Y R A U T C A W O T T
D P E M E C H A N I C Q E W R I
U R G R E G N A R S T U T V A A
A N T H R O P O L O G I S T B W

BELLHOP
MAID
WAITER
BARTENDER
STEWARD
CHEF
ANTHROPOLOGIST
GEOGRAPHER
PODIATRIST
BAKER
CLERK
ZOOLOGIST
SALESMAN
FARMER
RANGER
AGRONOMIST
DIETICIAN
DOORMAN
SEAMSTRESS
AUDITOR
ENGINEER
UPHOLSTERER
RESTAURANTEER
CASHIER
FORESTER
CARPENTER
BARBER
PHOTOGRAPHER
NURSE
MECHANIC
ACTUARY
REVENUER
ENGINEER

SOME WORDS WILL BE FOUND UP AND DOWN, SOME ACROSS AND SOME DIAGONALLY. SOME OF THEM WILL BE WRITTEN BACKWARDS.

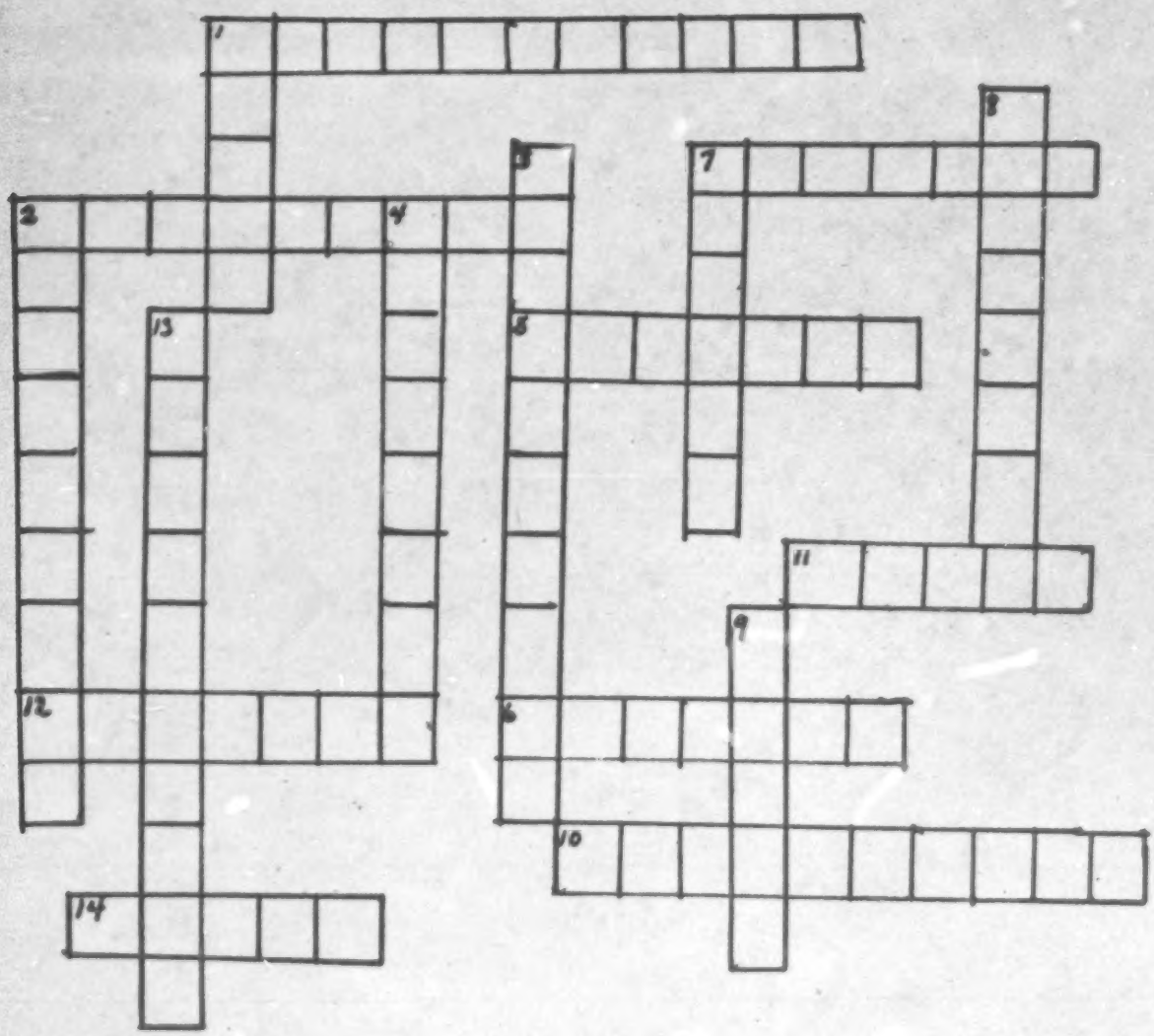
OCCUPATIONS PUZZLE

T N A I C I N H C E T Q R V Y N T O M
R E F O R E S T E R S S A B R C D R A
U E A F G H H I J K I K I L A L M E T
C N O C P P Q K T R P S P M T S T H H
K U U V H W R W S X Y X H W E Y Z P E
D V T O D E N T I S T P A O R H W A N
R X S X L Y R Z G Z Y U R V C W C R A
I P I C X W R Y O Z A A M B E R C G T
V R G F I L E C L E R K A I S E T O I
E I O E E G F O G H H C J L Y S N C
R N L K L L M N E M N N I O A U I A I
P T O L I P A X G N U R S E C B N E A
Q E I U V W R N A I C A T E I D A C N
R R B F G Y E N R O T T A X D A T O X
T G U I D A N C E C O U N S E L O R Y
M E T E O R O L O G I S T E M D B C B

TEACHER
DENTIST
METEOROLOGIST
GUIDANCE COUNSELOR
FILE CLERK
MATHEMATICIAN
PHARMACIST
PILOT
CHEMIST
CLERK
PRINTER
BUYER
RANGER
TRUCKDRIVER
GEOLOGIST
MEDICAL SECRETARY
TYPIST
DIETICIAN
BIOLOGIST
TECHNICIAN
BOTANIST
ATTORNEY
OCEANOGRAPHER
NURSE
FORESTER

WORDS MAY BE FOUND UP AND DOWN, ACROSS OR DIAGONALLY, SOME MAY BE WRITTEN BACKWARDS.

THESE ARE ALL NAMES OF OCCUPATIONS. THEY ARE FAIRLY COMMON ONES.



DOWN

1. Man who performs in plays or movies.
2. Plans and designs buildings.
3. Construct walls of brick, tile, and other materials.
4. Plans and prepares food for parties and weddings.
7. Raises crops, animals, poultry, etc.
8. Plants grass and cares for lawns.
9. Poses for artists and photography.
13. Person who keeps cities clean.

ACROSS

1. Puts patient to sleep before surgery.
2. One who reads commercials and gives news.
5. Studies composition and chemical properties.
6. Gives assignments to reporters and evaluates stories.
7. Supervise and coordinate activities of blue collar workers.
10. One who fixes dead people for burial.
11. One who works in a store.
12. People in charge of football team.
14. Brick _____ or cement _____.